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ABSTRACT

In January 1994, Washington's governor asked 28 representatives of business, labor, education, government, and the public (parents and students) to participate in the Governor's Council on School-to-Work Transition. The council spent 9 months examining the issue of school-to-work transition and formulating an action plan for establishing a statewide system of school-to-work transition. After identifying obstacles to the creation of a school-to-work system, the council developed a vision of a transition system that extends from career awareness activities (in grades K-10) through career preparation and specialization (in grades 11-12). Among the 10 recommendations formulated by the council were the following: broaden development of work-based learning that is coordinated with what students are learning in school; expand/accelerate development of industry-defined skill standards; encourage development of educational pathways customizing high school students' courses of study and integrating academic and occupational education; increase the ability of business and labor to participate in developing/implementing school-to-work transition activities; address the needs of special populations; and create a sustained, coordinated public information campaign to raise public awareness of the need for a school-to-work transition system. (Appended is a school-to-work transition best practices template.) (MN)

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ED 396 090

Final Report

Governor's Council on School-to-Work Transition

March 23, 1995
Second Edition

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STATE OF WASHINGTON
OFFICE OF THE GOVERNOR
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A LETTER FROM THE GOVERNOR

In January of 1994 I asked twenty-eight representatives of education, business, labor, government, community organizations and the public to meet as the Governor's Council on School-to-Work Transition. I asked this Council to take on the task of examining the problems and making recommendations in an area of education reform that had not received nearly enough attention: how to increase the success of students moving from secondary education to the worlds of work, postsecondary education, and continued training.

I asked the School-to-Work Council to develop the design for a system that would give young people exposure to the world of work, would help them to explore career options and would link academic work with work experience, to help ease the transition for young people from school to further education and long-term work. I was particularly struck by the concept of employers providing work experience connecting young people to employment opportunities.

In this *Final Report*, the Governor's Council on School-to-Work Transition has delivered just what I asked for: a thoughtful and inspiring vision of a statewide system to help students move from classroom to workplace and postsecondary campus--*then back again* to continue a valuable process of lifelong learning. The Council's plan for a process of continuous education and training will provide the framework for both students and workers of all ages who need additional knowledge and skills to improve their economic position and quality of life. I also appreciate the thoughtful vision of new partnerships between education, labor, business, local communities and government, which could develop job placements for young people and establish standards, designed with industry involvement, as a partial measure of what students need to know to be successful.

The contribution of the members of this Council and the many others who participated with their committees and work groups is evident in this *Final Report*. This achievement is a good example of the collaboration necessary to create an effective School-to-Work Partnership throughout Washington State.

Sincerely,

Mike Lowry

MIKE LOWRY
Governor

Port of Seattle

March 9, 1995

The Honorable Mike Lowry
Governor, State of Washington
P. O. Box 40002
Olympia, Washington 98504-0002

Dear Governor Lowry:

Thank you for the opportunity to chair the Governor's Council on School-To-Work Transition. Your commitment to our young people and to the economic well-being of the State is clearly reflected in the quality of leadership brought to bear on the critical issue of workforce education. The Council membership, comprised of labor, business, government agencies, community organizations and education, formed a unique partnership which enabled broad consideration of the charter you set forth.

I believe that the Council's final report contains a clear set of recommendations which provide an action plan for establishing a state-wide system of school-to-work transition. This vision incorporates existing school-to-work programs with the on-going needs of students, workers and employers within the demands of a changing economy. The Council's recommendations propose challenges that will require increasing commitment to building new links between education, business, labor and the community.

I am confident that your leadership and support will ensure progress with these challenges and I am impressed by your commitment to our young people and to the health of our communities throughout Washington State.

Sincerely,

M. R. Dinsmore
Executive Director

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Executive Summary

This report addresses the need to adapt our education system to the requirements of a new era — an era in which new technologies are changing the way we live and work, and an era in which global competition for good jobs has driven up the skill standards for high-wage industries.

Too many of our young people are not measuring up to the standards of skill and literacy that will be needed to fill the high-wage jobs that are the hallmark of a healthy economy. And many students leave high school with no marketable skills, limited knowledge of the world of work, and little or no information about how to match their own aptitudes and interests with appropriate job training or further education.

Moreover, many students fail to see the relevance or usefulness of what they learn in school, and are therefore not motivated to study. Because they are often told that they must take algebra because they'll need it for calculus, they see school as nothing more than preparation for more school. Without connections to a real future beyond school, students often feel trapped in a purposeless system.

Thousands of high school graduates drift from one dead-end, minimum wage job to another for years before they finally realize that they are trapped without further education and training. Because of family obligations and financial barriers, some never do get the training they need to become economically independent. Others graduate from college, and still find themselves without marketable skills, and without adequate knowledge of how to find either jobs or the technical training they need to enter the workforce.

The consequences — for both the quality of life of our young people and the health of our economy — are unacceptable. We must prepare today's students to succeed in the workplace if they are to enjoy a decent standard of living. And we must create a well-educated, creative, and adaptable workforce if we are to attract and sustain the high-wage industries that can keep our state prosperous.

Preparing our young people to succeed must begin with higher standards of academic achievement beginning in elementary school. The adoption of sweeping school improvement legislation that holds schools accountable for achieving results rather than merely following regulations was an important first step toward this goal. *As the new results-driven system is gradually put in place, we must integrate into it a school-to-work transition system that makes learning relevant to students, links work-based experiences with classroom education, and creates educational pathways that prepare all students to navigate their way through both the job market and the postsecondary education and training system.*

We must connect the now-separate worlds of school and work — and the worlds of K-12 and postsecondary education — and create new partnerships between business, labor, and the many components of our education and training system. Business and labor participation will be needed to make education responsive to the skill needs of the workplace, and to provide students with work-based experiences. Closer coordination between high schools and postsecondary institutions will be needed to customize students' course of studies to match their career goals.

Perhaps most important, parents, students, and the public at large must understand why and how our schools are changing, and why these changes are so urgently needed. Without public support and participation at the local level, neither school reform nor school-to-work transition systems can succeed because both are designed to rely on local control, local initiative, and accountability to local communities.

The 28-member Governor's Council on School-to-Work Transition, which included representatives from business, labor, education, government, parents, and students, studied this issue for nine months. With resources provided by a federal grant, the Council researched existing school-to-work programs both here and in other states. Council members listened to employers, union members, private and public providers of job training, teachers, and to young people themselves. The Council also studied the relationship between our public schools, our postsecondary institutions, and other government agencies that deal with workforce training issues. The Council assembled a vision of the school-to-work transition system our state needs by putting together these scattered pieces of the puzzle in a way that focuses all the available resources on meeting the needs of students rather than the needs of bureaucracies or the strictures of tradition.

Achieving the ambitious goals set by the Council will require an unprecedented level of collaboration and cooperation among business, labor, educators, government agencies, and local citizens. It will also require new ways of thinking about the relationship between learning and working, and the shattering of old stereotypes that over value baccalaureate degrees and under value technical skills.

The Council recommends that we:

- Build a school-to-work transition system on the foundation of successful school reform to maximize the educational and career opportunities of young people.
- Broaden the development of work-based learning that is coordinated with what students are learning in school.
- Expand and accelerate the development of industry-defined skill standards that spell out what students must know and be able to do to qualify for today's occupations.
- Encourage the development of educational pathways that customize high school students' course of study and integrate academic and occupational education.
- Increase the ability of business and labor to participate in the development and implementation of school-to-work transition activities.
- Expand the base of local school-to-work transition activities and link them to the effort to build a single, statewide system.
- Integrate statewide school-to-work transition responsibilities and institutionalize the partnerships into existing efforts and institutions.
- Address the needs of special populations that are currently under-represented in technical training programs, higher education, and high-wage work.
- Create a sustained, coordinated public information campaign that will raise public awareness about the need for a school-to-work transition system for our young people.

- Submit a School-to-Work Opportunities Development Grant proposal to the federal government for the 1995 funding cycle.

These are difficult challenges. But in a society that recognizes the value and dignity of work, the importance of economic opportunity, and the need to develop an ethic of personal responsibility in all our young people, implementation of our recommendations will be the natural expression of our shared values and our aspirations for the next generation.

The School-to-Work Transition Problem: Old Traditions, New Realities

In 1950, half of all young people left high school before graduation. Today, such a statistic would be a major national disaster, but at the time it was not considered a problem. Why? Because there were plenty of jobs — jobs that paid good wages — available to uneducated young people who were willing to work hard. Young white men, who comprised the bulk of the workforce, could enter apprenticeship programs, join the military, herd cattle, cut timber, work on assembly lines, or ship out to sea without a high school diploma.

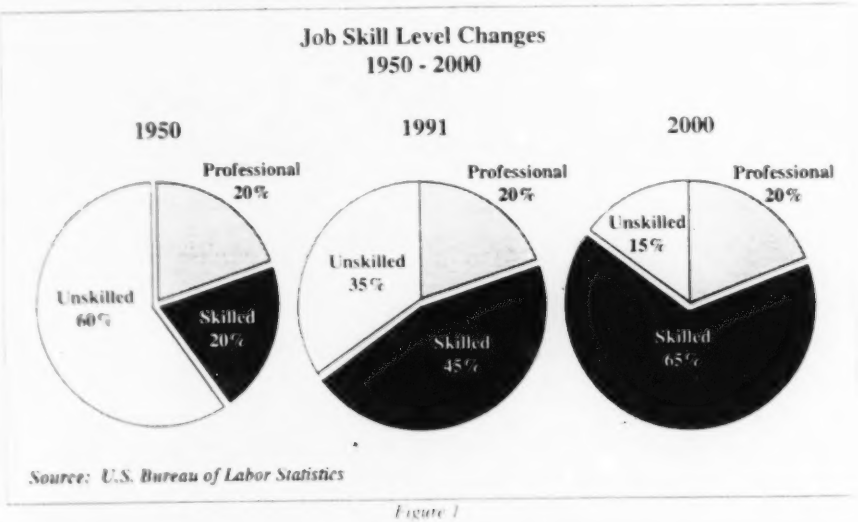


Figure 1

In the 1990s, employers across the country complain that they have trouble finding entry-level workers who possess the basic skills necessary to be productive in the high-tech, fast-changing workplaces of today. This skill shortage threatens to cripple America's ability to compete in the international marketplace and to reduce young people's chances to live as well as their parents' generation.

Today, even *with* a high school diploma, finding an entry-level job that can lead to good wages is often impossible. High-wage work requires a far higher level of literacy, technical proficiency, and teamwork skills than ever before. And today's employers have learned that a high school diploma is no assurance that job applicants have the basic skills and knowledge necessary to function in the workplace.

Yet, at the same time, there are more and more high-wage jobs that do not require a four-year college degree. The clear distinctions between white collar professional jobs and blue collar factory jobs has been blurred by the rise of technical jobs that require specialized training beyond high school, but not a college education.

Today's workforce has also changed. The majority of new workers are women and people of color — people who have traditionally been under-represented in both higher education and in postsecondary technical training programs.

The problem is that neither the traditional K-12 system nor our postsecondary education and training institutions have fully adapted to these new economic and demographic realities. Our high schools still gauge their success by the percentage of students who go on to four-year colleges. Teachers value and reward those who are college-bound, and students in response often aim to go to college in order to earn the respect of their teachers, their parents, and their peers. Occupational or career counseling is minimal, and contact between schools and

employers is the exception rather than the rule. The world of school and the world of work are, in most cases, separate universes. And the expectations of girls and students of color are still too often confined to the lowest rungs on the ladder of both academic achievement and career aspiration.

Excellent vocational education programs meant to serve the training needs of students interested in technical occupations do exist, but they serve far too few students. And far too many policymakers, educators, and parents still regard both vocational programs and vocational students as second class. Vocational education has long been regarded as a separate track for students who clearly were not college-bound — not as an integral part of all students' education. In the last few years, a few new school-to-work transition programs have been adopted in school districts scattered across the state, but they too serve a tiny fraction of Washington's students.

Type of Program Students Were in While in High School

(From 1993 TRACE follow-up survey of selected Washington high schools)

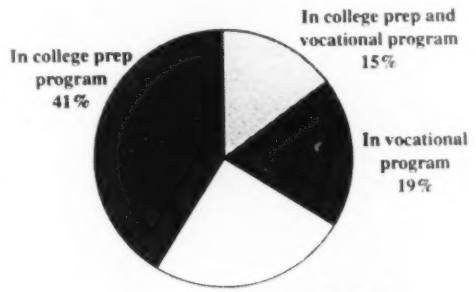


Figure 2

The result is that far too many young people graduate from high school and then drift from one dead-end, minimum-wage job to another for several years before they finally

Training Students had for Employment While in High School

(From 1993 TRACE follow-up survey of selected Washington high schools. Based on responses from the 60 percent of students who were working full or part time after graduation)

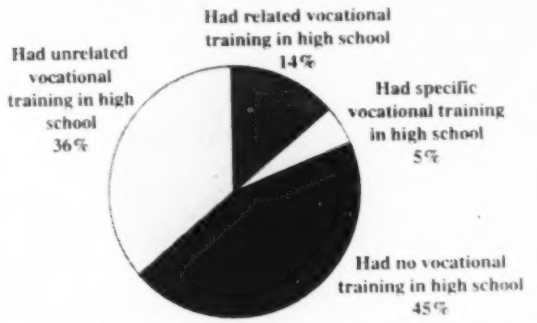
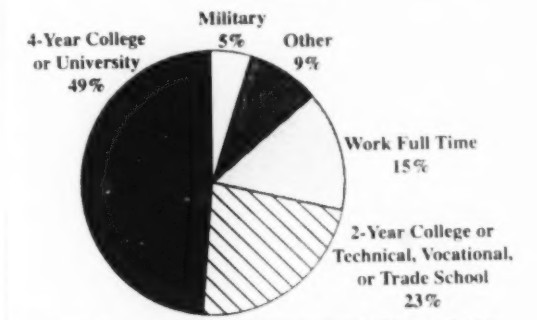

Had related vocational training in high school 14%
Had unrelated vocational training in high school 36%
Had specific vocational training in high school 5%
Had no vocational training in high school 45%

Figure 3

realize that they need further training or education. Others enroll in four-year colleges, but don't finish. Still, others graduate from college only to find that they still lack specific job skills and will require yet

High School Seniors' Plans for Right After High School

(From 1993 TRACE follow-up survey of selected Washington high schools))


Military 5%
4-Year College or University 49%
Other 9%
Work Full Time 15%
2-Year College or Technical, Vocational, or Trade School 23%

Source: U.S. Department of Education, National Center for Education Statistics, National Educational Longitudinal Study, "Second Follow-Up," 1992.

Figure 4

more schooling to acquire them. By the time many young people realize their need for further training, they have families to support, and marshaling the resources necessary to go back to school is extremely difficult. Their needs for child care, financial assistance, and transportation are often insurmountable obstacles to economic independence.

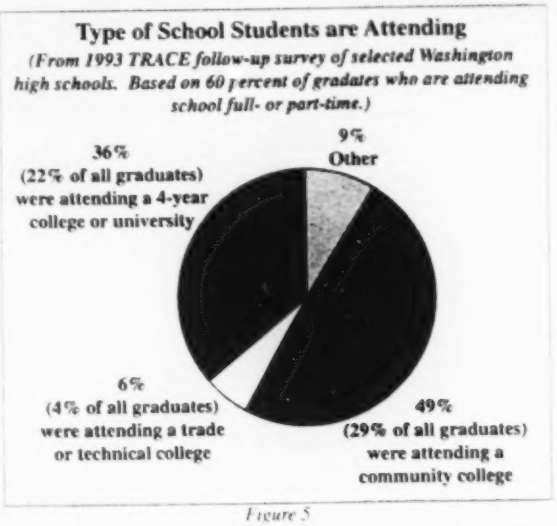

Type of School Students are Attending
(From 1993 TRACE follow-up survey of selected Washington high schools. Based on 60 percent of gradates who are attending school full- or part-time.)
9%
Other
36%
(22% of all graduates)
were attending a 4-year
college or university
6%
(4% of all graduates)
were attending a trade
or technical college
49%
(29% of all graduates)
were attending a
community college

Figure 5

To solve these problems, we need to bring together educators at every level with employers, unions, other government agencies, and communities and build bridges between the world of school and the world of work. Only then can we help all students make a successful transition from one to the other.

We also need to open our minds to new ways of thinking about the relationship between living, working, and learning. In the future, adults are likely to change careers more often and to return to school or to training programs periodically throughout their lives. Old patterns of "completing" an education at graduation need to be replaced by new patterns of lifetime learning — on the job, in the classroom, and on-line in the interactive world of computers and video. Expectations about career progressions need to change too. A young woman might initially become a plumber, for instance, and then continue her education until she is eventually credentialed as a mechanical engineer. Later, after taking business courses, she might move into a management position or start her own enterprise. The old pattern of assuming we will make a single, life-defining choice between college and a skilled trade must be replaced with an understanding that everyone, at every level, will need to be prepared to keep learning new skills throughout their working lives.

The Context: Higher Standards, Changing Schools

Washington's Progress Toward School Improvement

In 1992-1994, our state adopted a series of new laws that create a process for raising academic standards and holding schools accountable for achieving results.

After years of trying to improve schools by imposing more rules and regulations, both legislators and educators came to the conclusion that we can never regulate our way to excellence. Instead, they designed a bottom-up system of school governance that returns control of schools to local communities. Rather than measuring learning by counting the number of hours students spend in class, the new law focuses on the development of a results-oriented system that will measure schools' success by how much students know and can do.

The new laws establish four clear goals for students:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

3. Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems; and

4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals are the foundation of a new way of both educating students and governing public education. Beginning in the year 2000, all schools will be required to report to the public on their students' progress toward meeting these goals. Schools that excel will be rewarded; schools where students persistently fail to meet the goals will be helped to improve.

To spell out what students should know and be able to do when they leave elementary, middle, and high school, the new legislation created the Commission on Student Learning. The Commission is also charged with developing new methods of testing — methods that show not just what students remember and can recite, but how well they understand what they have learned, and how well they can apply their knowledge in real-life situations. These new assessments will show both students and teachers where their strengths and weaknesses lie, and where they need to improve.

The Commission will also design standards for a Certificate of Mastery, which most students will earn at about the age of 16. The Certificate will be awarded when students have mastered the basic skills, thus meeting the four goals.

These dramatic changes began with the passage of school reform legislation, and will take several years to implement fully. And there is one major design element that remains incomplete: the Commission has yet to grapple with the question of what students should learn between the time they earn a Certificate of Mastery and a high school diploma, and how the final years of high school should prepare students for work or postsecondary education or training.

Works in progress: Today's school-to-work transition programs

Recent state and federal legislation have recognized the importance of creating better school-to-work transition programs. Funding from both sources has spurred many Washington schools to rethink and redesign the last two years of high school, and the connections between high school and postsecondary education and training.

Students in 45 (out of 296) Washington school districts now participate in projects that include:

- Flexible, individualized educational pathways based on students' career interests;
- Applied learning that integrates vocational and academic subject matter; and
- Partnerships between schools and businesses to develop learning goals and to place students in work experiences directly related to their educational and career goals.

These projects are supported by $2.55 million in state grant funds. *Washington has been recognized nationally as the first state to pass legislation that specifically invests state funds in the development of school-to-work transition programs.*

In addition, many Washington schools are participating in TECH PREP consortia that link the last two years of high school with postsecondary training and education. In cooperation with community and technical colleges, these programs feature "two-plus-two" arrangements that integrate coursework in the last two years of high school with two

years of community or technical college classes. TECH PREP programs feature work-based learning, integration of vocational and academic coursework, and negotiated agreements between employers, high schools, and postsecondary educational institutions.

All 32 of Washington's community and technical colleges participate in these programs, as do 171 school districts and a total of 287 high schools. These programs have:

- Fostered the development of local partnerships by requiring each TECH PREP consortium to include equal representation of business, labor, and education;
- Created articulation agreements between high schools and community and technical colleges to assure continuity, to eliminate duplication, and to create a seamless, competency-based system for all students;
- Explored many options and strategies for creating work-based learning opportunities; and
- Developed a highly acclaimed multimedia marketing campaign to stimulate demand for TECH PREP programs.

These programs are supported by federal funding in the Carl D. Perkins Vocational and Applied Technology Education Act and by participating businesses.

The Boeing Company, for instance, provides four-week summer internships for 100 students who are interested in pursuing a degree in Manufacturing Technology. Similarly, the Hanford Consortium, which includes seven school districts, Columbia Basin Community College, Washington State University, local unions, and several local employers, provides paid internships for both faculty and students in Environmental Technologies and has created an integrated curriculum for participating students.

Additional opportunities for high school students have been created by the Running Start program, which allows high school juniors and seniors to attend community and technical colleges tuition-free, either part- or full-time. While this program was not specifically designed as a school-to-work transition strategy, it serves a similar purpose by helping students get a head start on preparing for a career, and introduces a new element of flexibility and customization in the way students spend their last two years of high school.

Business, labor, and education leaders have also begun to develop skill standards for groups of jobs or occupations. These standards will spell out what young people need to know and be able to do in order to land jobs in the marketplace of today and tomorrow. And they will let educators know what employers really need from the education system.

In many occupations, skill standards already exist. Skill standards for lawyers, for instance, are clearly spelled out in the bar examination that all law school graduates must pass before they can practice law. And established apprenticeship programs have clear skill standards for their occupations.

But in many technical occupations, such standards have never been formalized, leaving both students and schools with little information about what competencies are needed in the workplace. And where skill standards have been developed, they are often not widely known or utilized.

That's why the State Board for Community and Technical Colleges worked together with labor, business, and high school educators to

create the new Manufacturing Technology Degree. This is a model effort that defined the needs of a group of industries, identified the skills currently used in occupations in those industries, and translated those skills into both coursework and a fully accredited degree for students.

The Governor's Council on School-to-Work Transition

On January 26, 1994, Governor Lowry created the Governor's Council on School-to-Work Transition. The Council was composed of 28 members representing

21 Goals for Washington's School-to-Work Transition System

Washington State's school-to-work tranistion system will result in:

1. A seamless system of educational opportunities that facilitates lifelong learning and transition from secondary to postsecondary education and from education to the world of work.
2. Continuation of the fundamental redesign of the K-12 education system.
3. A system that is tied to statewide strategies for developing high skill/high wage occupations.
4. Effective working partnerships between educators, labor, business (including small business), community-based organizations, and government at all levels of the education system.
5. A system based on innovation, best practices, and existing model programs.
6. An educational system that provides equitable opportunities for an increasingly culturally diverse population.
7. Reform of the educational system to maximize use of funding and assure long-term support for an education, employment, and training system.
8. An education and training system that is competency- or performance-based with competencies validated by representatives from business, labor, education, government, and community.
9. Statewide, industry-based skill standards in coordination with national standards and the awarding of skill certificates to students who demonstrate skill competencies.
10. All students, including college- and noncollege-bound students and targeted populations participating in school-to-work activities prior to graduation from high school.
11. Work-based learning experiences, including paid work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in a variety of elements of an industry.
12. Instruction that is clearly applicable and relevant to work and life experiences.
13. Systematic and comprehensive career counseling provided for all students.
14. Integration of vocational and academic instruction.
15. Utilization of career majors (or educational pathways) for all secondary students.
16. Opportunities for students who have dropped out of high school to return to an education and training system that integrates school, work, and life management skills.
17. Competencies accepted for admission requirements by community and technical colleges and four-year institutions.
18. A systematic method for analyzing the post-high school experiences of students.
19. Development and use of labor market information for program planning.
20. School-to-work transition activities included as an element of every student's educational experience, not simply as a list of competencies or an add-on activity.
21. Students acquiring competencies in life management skills.

Figure 6

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education, business, labor, government agencies, community-based organizations, parents, and students. The mission of the Council was set forth in the state's application for a School-to-Work Transition Development Grant from the federal government. In this successful proposal, the state envisioned 21 goals for its school-to-work transition system (Figure 6), and anticipated 15 challenges to achieving them (Figure 7, below).

The Council divided itself into five work groups, each of which brought in additional

Challenges for Achieving the Vision

1. **Perhaps most importantly, the people of Washington and key constituency groups must recognize the critical need for a better organized school-to-work transition system.**
2. **We must provide diverse populations, including special and targeted populations, equitable opportunities to take full advantage of all education programs and services.**
3. **While our Education Reform Act (ESHB 1209) provides a process for determining what students should know and be able to do up to receiving a Certificate of Mastery at about 16 years of age (see Section III, Performance-Based Education Act), we must develop a process for defining learning requirements and performance-based assessments of students after they receive the Certificate of Mastery. We must also determine what should be required for high school graduation in addition to the requirement of a Certificate of Mastery.**
4. **We must create a process for establishing statewide, industry-driven occupational skill standards, including entry-level skills for each career pathway or career major, and a process for awarding portable skill certificates that are transferrable across industries to individuals who demonstrate mastery of those standards. We must link the development of our state standards to a national system of skill standards.**
5. **Key stakeholders must reach a consensus regarding the concept of "career majors" for secondary students.**
6. **We must reach a consensus on definitions for work-based learning and the connecting activities between school-based and work-based learning and develop a process for involving local business and labor in work-based learning and the connecting activities.**
7. **We need to "get to scale" through a statewide system of change strategies (such as TECH PREP) that integrate academic and vocational competencies that are articulated between secondary and postsecondary education.**
8. **We must devise competency-based admission requirements for higher education in order to ensure a seamless transition from secondary to postsecondary education.**
9. **Programs and services available through private industry councils must be integrated with other education and training services targeted for disadvantaged youth.**
10. **Existing curriculum must be integrated and new curriculum developed that prepares students for transition from school to work.**
11. **Teacher preparation programs must reflect the needs of an educational system that integrates school-to-work transition. Opportunities must be available for educators to work with businesses to stay current with changes in the workplace as part of their initial preparation and throughout their careers.**
12. **The school-to-work transition system must target and combine financial resources, including but not limited to, state education funding and funding under the Carl D. Perkins Vocational and Applied Technology Education Act and the Job Training Partnership Act. Federal funds should be used as "seed" monies for leveraging long-term shifts in state expenditures.**
13. **It may be necessary to obtain federal waivers in order to facilitate program coordination to enhance/build a statewide school-to-work transition system.**
14. **We must establish statewide processes for using labor market information in the strategic planning of workforce development programs, including matching students with jobs, making employment trends and forecasts available to youth, and providing labor market information in an easy-to-use format.**
15. **We must create a state process for analyzing the post-high school employment and education experiences of secondary students.**

Figure 7

Work-Based Learning Committee Report

Paid work-based learning, appropriate for students who have attained the Certificate of Mastery, should include, but not be limited to:

- **Work combined and coordinated with classroom learning.**
- **Work described within a mutually agreed upon training plan and training agreement between employer, union (as applicable), parent, student, and school.**
  1. **Training plan.**
  2. **Training agreement.**
- **Work supervised by a highly skilled individual or master craftsperson in the field.**
- **Work conducted on the job site.**
- **Work related to the student's career pathway.**
- **Work paid at least at the minimum hourly wage, with the possible exception of some categories of work performed for nonprofit entities.**
- **Work that culminates in the achievement of competencies and skills as defined by industry-accepted performance standards.**
  1. **Verification of the skills attained in work-based learning should be held on a portable document that records the accumulation of competencies and skills as they are certified.**
  2. **The effort to address work as part of academic reform should include identification and assessment of basic workplace skills so that certification of mastery is an employer's guarantee that students are prepared for paid work placements.**

Unpaid work-based learning, appropriate for students still working to attain the Certificate of Mastery, should include, but not be limited to, worksite experiences that:

- **Combine and coordinate with classroom learning to support the Essential Learning Requirements identified by the Commission on Student Learning as necessary for the attainment of the Certificate of Mastery.**
- **Are identified in mutually agreed upon training plans and agreements among trainer, union (as applicable, parent, student, and school).**
- **Do not produce significant economic benefit to the employer or replace a regular worker; occur during time usually designated as the student's normal school day.**
- **Are time limited, with the amount of time involved commensurate with the developmental level of the student.**
- **Increase in skill attainment as academic competency increases and in accordance with career development, as applicable.**

Figure 8

experts and constituencies to help develop specific recommendations.

The **Major Components Work Group** was co-chaired by the President of the Washington State Labor Council, AFL-CIO and the Executive Director of the State Board for Community and Technical Colleges and included legislators, business people, and representatives from higher education. It focused on defining work-based learning appropriate to a wide range of occupations and ages (Figure 8), describing the connecting activities that must unite school-based and work-based learning, coordinating with the Commission on Student Learning to integrate school-to-work transition principles in school reform, and designing the learning requirements students ought to achieve after they earn a Certificate of Mastery.

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The **Communications Work Group** was co-chaired by a state legislator and the director of a local Opportunities Industrialization Center program and included representatives of business, education, government agencies involved in employment and training, and community organizations. This group surveyed existing communications efforts in the field of school-to-work transition programs, promoted coordination and collaboration among them, and laid the foundation for a statewide public awareness campaign that utilizes the resources of all agencies and organizations involved in this effort.

The **Local Connections Work Group** was co-chaired by a representative of The Boeing Company and the education manager of Battelle Pacific Northwest Laboratories and included representatives from private industry councils, community youth programs, and the staffs of several local school districts and TECH PREP programs. This group developed a "Template for School-to-Work Transition Best Practices" to use in profiling, designing, implementing, and evaluating local programs. This Template will serve as a tool for communities as they design, implement, and evaluate their programs (see Appendix).

The **Assessment/Organizational Planning Work Group** was co-chaired by a representative of the Council of Presidents (of public universities) and a Washington high school student and included staff from several state agencies, boards, and schools. This group investigated the process for evaluating how students fare after they leave school and methods for making labor market information, produced by the Employment Security Department available to students and educators.

The recommendations from the four work groups were synthesized by a **Policy Work Group**, led by the Executive Director of the Port of Seattle, the Council's chair. This group formulated the final agreements and recommendations included in this report.

In addition, Executive Director Gene Canque Liddell and her staff, Steve Bader and Karen Naughton, facilitated public participation in the development of school-to-work transition programs and policy recommendations by reaching out to a wide variety of constituencies across the state. They have distributed over 10,000 brochures, made presentations at over one hundred conferences, meetings, and community forums, and met with hundreds of parents, students, teachers, and counselors. They have also worked with both print and broadcast media to promote special programming and public service announcements about this issue.

The following stakeholders and constituencies have been reached by the staff's efforts:

K-12 Education

Seattle School District
Edmonds School District
Kent School District
North Thurston School District
Wapato School District
White Swan School District
Vancouver School District
Everett School District
Spokane School District
Puyallup School District
Yakima School District
Olympia School District
Northshore School District
Skagit Valley School District
Liberty Bell High School
Yakima Valley High School
Rogers High School
Chief Sealth High School
West Seattle High School
Rainier Beach High School
Sumner School District
Bellevue School District

Central Valley School District
Central Kitsap School District
South Kitsap School District
Davis High School
Garfield High School
New Market Skills Center
Komachin Middle School
Blaine Middle School
Pleasant Glade Elementary School
Green Hill School
Educational Service District 113

Higher Education

Bates Technical College
Centralia Community College
Everett Community College
Seattle Central Community College
South Puget Sound Community College
Bellevue Community College
Edmonds Community College
Highline Community College
Skagit Valley Community College
South Seattle Community College

Employment, Training, and Career Development Organizations

Seattle Private Industry Council
Benton-Franklin Private Industry Council
Pacific Mountain Private Industry Council
Tri-Valley Private Industry Council
Clark County Occupational Skills Center
Yakima Occupational Industrialization Center
Washington Occupational Information System
State Occupational Information Coordinating Committee
Center for Career and Work-Related Education
Northwest Center for Equity and Diversity

Business and Labor

U. S. West
The Boeing Company
John Fluke
Association of Washington Business
Washington State Labor Council
Seattle Education Association
Silverdale Chamber of Commerce
Asian/Pacific Chamber of Commerce
Trade Development Alliance of Greater Seattle
Frazer, Inc.
Washington Mutual
Cartech International
Independent Electrical Contractors
Washington Education Association
Seattle Chamber of Commerce
Olympia Chamber of Commerce

Local Government

Seattle City Council
City of Lacey
City of Sunnyside
Thurston County
City of Everett
City of Yakima
Association of Washington Cities
Snohomish County
City of Tacoma
City of Chehalis
Yakima County

Obstacles to the creation of a school-to-work system

Through their work in defining and envisioning a school-to-work transition system for Washington, Council members realized that despite the enthusiastic reception that TECH PREP and other school-to-work transition programs have received, many challenges lie ahead if we are to make school-to-work transition programs an integral part of education:

- **Tradition** holds that work and school are separate worlds. Educators and labor and business leaders alike have long believed that education is the sole responsibility of schools. On-the-job training has customarily been regarded as an investment companies might make in their own employees, or unions might make in their own members, but not enough unions or employers have demonstrated responsibility for training or helping to educate students who are still in high school. Tradition also has created a high school culture that values sports, social activities, and clubs, and these activities may create conflicts for students striving to raise academic achievement levels and to participate in work-based learning.

Tradition is also a cultural barrier to school-to-work transition programs insofar as parents and students continue to believe that a four-year college degree is the only credential that can assure economic security, challenging and rewarding work, and a good life.

- **Fragmentation of the education system itself** separates K-12 schools from community and technical colleges, universities, and other job training programs. What students know and can do is often not acknowledged; instead educational institutions recognize only "credits" that tell them what classes students have attended, rather than what they've really learned. For students, this often means "learning" the same things over again in order to satisfy credit requirements of different institutions. Lack of communication and collaboration between the pieces of the education system itself must be overcome if we are to create a system that serves students well, and makes the most efficient use of limited resources.

- **The artificial separation of applied and academic knowledge** both impedes development of school-to-work transition programs and deprives students of an important source of motivation. When students know how they will use the knowledge and skills they're taught in the real world, learning has a visible purpose. But because the current system artificially separates "academic" subjects and "vocational" subjects — and because very few teachers or classes address both — new methods of both preparing new teachers and retraining the current teaching force will be needed. New curriculum must also be developed.

- **The limited reach of current programs** means that most students still don't have access to work-based learning, applied academics, or sufficient career counseling. Bringing these programs to scale — that is, making them an integral part of all school programs — will require sustained effort.

- **School schedules** may prevent students from getting the work-based experience they need. If all high school students are to engage in work-based learning, school schedules will have to become far more flexible, since not all students can work the same after-school hours. In some instances, employers may want students to alternate days or weeks of working and classroom experiences; this may require a radical departure from existing school schedules, and might require additional school staffing to cover an extended day and/or an extended school year.

- **Transportation** to and from worksites will be needed for students participating in work-based learning. In urban areas, public transit may fill this need, but in rural areas, transportation problems may be more difficult to solve.

- **The lack of student-friendly workplaces** will have to be overcome; currently, few workplaces are accustomed to accommodating people in late adolescence. Employees who will supervise and mentor students in the workplace will need training so that young people have successful on-the-job learning experiences.

- **Insufficient involvement of business and labor** is a critical barrier to successful school-to-work transition programs. Strong partnerships between business, labor, and education are the foundation of successful programs, and the source of the most creative and innovative ideas.

- **Lack of public awareness** of the changing nature of the job market and the need for new ways of preparing students for life in the 21st century robs the school-to-work transition movement — and the effort to implement school reform legislation — of urgently needed community participation and support.

- **The period of transition** between today's graduation requirements and the new, competency-based standards also presents problems. Students who graduate under the existing system may be at a competitive disadvantage with their younger brothers and sisters, who will be held to higher standards, and who will have a Certificate of Mastery to show to prospective employers. The "transitional" students will need some way to document their levels of skill and knowledge as they go out into the workplace or on to further education or training. They may need the opportunity to achieve the Certificate of Mastery as adults.

These obstacles must be regarded as challenges to be met and problems to be overcome. As building a school-to-work transition system proceeds in tandem with implementation of Washington's school reform laws, the principle must be established that education is too important to be left to educators alone. Preparing the next generation ought to be the central task of our society and should involve everyone.

A Vision of Excellence: The School-to-Work Transition System of Washington's Future

The Council's nine months of discussion, research, and deliberation brought into focus a vision of a school-to-work transition system that reaches both downward into the early grades and upward through postsecondary education and training to life-long learning and adaptation to frequent career changes.

Here is the future we see for all students:

- **In elementary and middle school**, students will become aware of the world of work through field trips and classroom visits by employers and workers. They will learn that their performance in school will profoundly affect their future opportunities to pursue the careers that interest them, and this understanding will motivate them to do well in school.

- **Before they earn a Certificate of Mastery**, all students will engage in career exploration by researching various occupations, visiting worksites, and interviewing workers. They will "job shadow" individual workers to observe how they do their jobs and have adult mentors in the workplace who advise them on the culture of work, the prerequisites for success in a given career field, and strategies for preparing for various jobs. Students will coordinate their workplace experiences with their classroom experiences, so that each reinforces the lessons of the other.

  These experiences will prepare students to participate in high-performance work teams and total quality environments. They will learn how to conduct themselves at work and to assess their own interests and abilities in relation to the career choices that are available to them.

Employer Involvement Opportunities in School-to-Work Transition

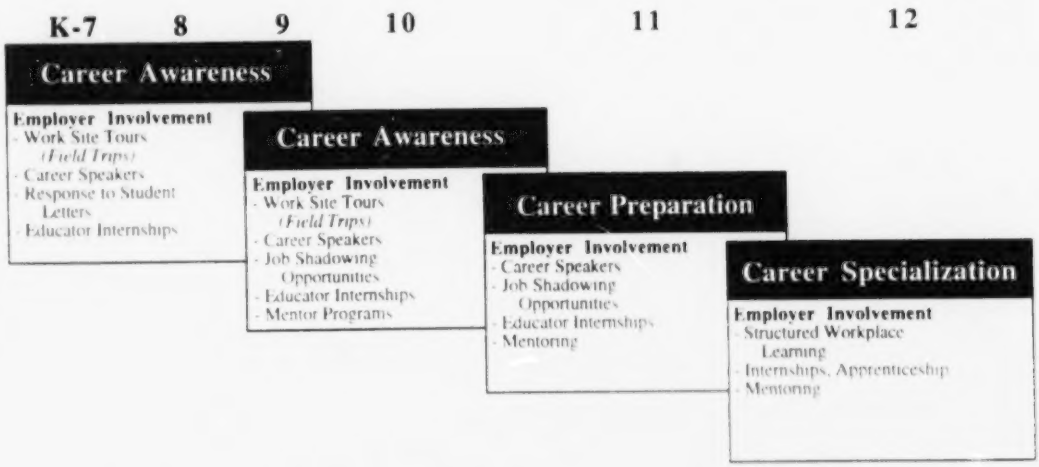

Figure 9

- **After earning a Certificate of Mastery, all students will engage in paid work that is coordinated with their school coursework.** These work experiences will be governed by a contract between the student, the school, and the employer that spells out what the student will learn both on the job and in school. These job placements will match the educational and career plans that students have developed during their pre-Certificate education.

  Except for students working for community service projects, all students will be paid at least the minimum wage and will be supervised by highly skilled adult employees who are trained to help students learn increasingly complex and challenging tasks. The skills gained through this work will align with industry-developed skill standards for the occupation the student wishes to enter.

  Students working at real jobs in the career field of their choice will acquire at least one specific, marketable skill, so that even those who exit the education system at high school graduation will be prepared for some form of entry-level work. Those who go on to community, technical, or four-year colleges will also benefit from having a marketable skill and an understanding of the world of work.

- **Educational pathways** will be related to career areas; students interested in medical careers, for instance, whether as doctors, nurses, technicians, or researchers, will learn what skills and knowledge each of these professions requires. These students might expand their study of history to include the history of medical practice and their study of writing to include the preparation of medical reports.

- **Teaching methods will integrate vocational and academic learning.** In every subject, students will learn both theory and practical application, so that they can use what they know to solve problems, to think creatively, and to make connections between disciplines.

- **All students will receive a continuum of career counseling services**, so that they are knowledgeable about the options available to them, both in terms of choosing careers, and in terms of finding access to the postsecondary education or training they will need.

- **Many students will take college or technical courses while they are still in high school** because there is close coordination between high schools and the higher education system, and the same competency-based standards throughout the system allow students and teachers to move easily among various institutions and programs.

- **All students will leave high school with both high levels of basic skills and with a thorough knowledge of the postsecondary learning opportunities that will be available to them throughout their adult lives.** Because students will learn about the world of work and the changing global economy, they will understand the importance of being lifetime learners and the likelihood that future career changes will require periodic retraining and additional education.

To support this vision of what students will learn and experience, an integrated network of partnerships between business, labor, and education will be created.

At the state level, business, labor, state agencies and the education system will work together to:

- Raise public awareness of the importance of school reform in general and school-to-work transition programs in particular. This effort will include special appeals to business, labor, educators, parents and students.

- Support the participation of labor and business in the education system at all levels. There will be statewide efforts to foster business demand for graduates with school-to-work transition credentials, and to collaborate on review of workplace regulations to ensure the health and safety of student workers.

- Coordinate the policies of the K-12 system, community and technical colleges, four-year colleges and universities, apprenticeship programs, and private sector job training programs, so that students can move easily from one to another in accordance with their own needs.

  This effort will include collaborative work that:

  - Revises current educator training curricula and certification requirements to include applied academics and other school-to-work transition issues;

  - Provides inservice training on these issues to the current educators;

  - Defines parameters for articulation agreements between high schools and postsecondary institutions;

  - Defines parameters for programs where students earn both high school and college credit simultaneously; and

  - Supports apprenticeship programs, and fosters increased use of the apprenticeship model in youth training.

- Develop industry-wide skill standards both for entry-level positions and for higher-level positions so that schools and students know what skills and knowledge various occupations require.

- Develop a process for awarding skill certificates to students who have mastered the knowledge and skills specified in an industry skill standard.

- Disseminate accurate, easy-to-understand information about the labor market so that students and schools know what skills will be in demand.

- Promote successful programs that can serve as models for others.

At the local level, intermediary organizations will convene business, labor, community and education leaders, so that all of their combined resources can be marshaled to help students learn. These neutral, connecting organizations will:

- Bring together all the parties to design and create local school-to-work transition programs;

- Create local compacts that spell out the roles and responsibilities of all the participants in school-to-work transition programs;

- Provide student orientation workshops and training for adult mentors, teachers, and people who will supervise students in the workplace;
- Link school-to-work transition programs with organizations and institutions that serve at-risk youth and high school dropouts;
- Arrange educator visits to local businesses and labor organizations, and business and union visits to local classrooms;
- Assure clear communication between worksite supervisors and teachers;
- Provide a single contact among schools, employers, and labor for the development of jobs for students;
- Negotiate articulation agreements between local schools and postsecondary education and training institutions;
- Serve as fiscal agents and resource on legal and policy issues;
- Develop grant applications and fund raising strategies; and
- Publish assessments of the program's effectiveness and disseminate information about successful practices.

Students will be served by **program coordinators** (who may work for the school, the intermediary organization, or an employer). A program coordinator will:

- Match students with work-based opportunities;
- Serve as the liaison between the student, the employer and/or union, the school, and the parents;
- Prepare and monitor student training plans and agreements;
- Focus on the best interests of each student;
- Arrange supplementary assistance such as transportation or child care;
- Convene regular meetings of program partners; and
- Facilitate continuous assessment of the program's effectiveness.

The hallmark of Washington's school-to-work transition system will be **collaboration** at every level between business, labor, community organizations, educators, parents, and students. All of the partners in this effort will focus on what is best for students. The results, however, will extend beyond the creation of more motivated, focused, and more highly educated students. With this system fully in place, Washington employers, both public and private, will easily find employees who are fully prepared to contribute to the success of their organizations. Industries looking for new locations will be attracted to our state because of the caliber of its workforce. The economy of Washington will grow and prosper, and that prosperity will multiply the opportunities available to subsequent generations.

Recommendations of the Council

Over the past nine months, the Governor's Council has agreed upon its vision of what a school-to-work transition system for the state should be like. It has also considered what steps would be essential to build that system, and what actions each of the key partners must take. Described below are the Council's recommendations, and what the current lead partners must do to achieve them.

Build a school-to-work transition system on the foundation of successful school reform to maximize the educational and career opportunities of young people.

Successful public schools — schools in which every student achieves high levels of basic skills — are the only possible foundation for an effective school-to-work transition system. The momentum for full implementation of Washington's new school reform legislation must be sustained, and a school-to-work transition system must become an integral part of the public education system.

A school-to-work transition system should maximize the opportunities available to students who have earned a Certificate of Mastery by customized educational and career planning for each student, work-based experience for all students, and multiple entry and exit points in the system. At each exit point, young people should be able to demonstrate the skills they have mastered using accepted skill standards with real value to employers.

Lead partners: Commission on Student Learning, Office of the Superintendent of Public Instruction, State Board of Education

- The Commission on Student Learning should work to ensure that school-to-work transition is integrated into the Essential Learning Requirements and assessments that spell out what students should know and be able to do when they leave elementary, middle and high school. This must include an increased emphasis on Goal 4, "Understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities."

- Additional resources should be provided if needed to assure the Commission completes its work in a timely fashion.

Broaden the development of work-based learning as part of school-to-work transition activities.

Work-based learning is the most distinctive element in a school-to-work transition program. Work-based learning should be used to enrich educational experiences for all students.

Work-based learning should not be limited to the K-12 system, but should continue for students in community and technical colleges and four-year colleges, following the apprenticeship model.

Lead partners: Office of the Superintendent of Public Instruction, State Board for Community and Technical Colleges, Higher Education Coordinating Board, business, labor

- There should be an increased emphasis in the current state-funded school-to-work transition programs on developing work-based learning

opportunities for students at all levels, as well as an associated expansion of career counseling.

- TECH PREP programs should increase work-based learning opportunities, such as in the Manufacturing Technology program.

- Additional technical assistance should be provided to local schools to adopt work-based learning projects as part of their current and future school-to-work transition program building.

Expand and accelerate the development of industry-defined skill standards.

Standards developed collaboratively between industry, higher education, and K-12 educators can help identify the needs of employers and serve as tools for curriculum development. To maximize local initiative and avoid statewide mandates, skill standards can provide the goals on which school-to-work activities and work opportunities are based.

Lead partners: State Board for Community and Technical Colleges, business and labor, Office of the Superintendent of Public Instruction, Higher Education Coordinating Board, Workforce Training and Education Coordinating Board

- There should be a dramatic expansion of the efforts to develop industry-defined skill standards; additional resources should be provided for this purpose.

- Skill standards development efforts should be expanded to additional industries, and to include K-12 educators in the development effort.

In the longer term, this effort should be expanded to include the participation of four-year colleges and universities.

Support changes in school-based learning, including efforts to develop new educational methodologies, new teaching methods, and the development of educational pathways that customize high school students' course of study and integrate academic and occupational education.

School-to-work transition cannot succeed as a mere add-on to traditional methods of education. Successful school-to-work transition efforts require innovation in teaching and learning in schools, as well as new work-based learning experiences. New teaching methods, new curriculum, and new ways to organize the course of study for students are all needed.

A prime example is the introduction of educational pathways, which have proven to be an important part of school-to-work transition. They offer a means of organizing integrated academics in ways compatible with the development of work-based learning opportunities.

Development of a school-to-work transition will require investments in curriculum development, in teacher training, and in expanded guidance efforts. As with other parts of education reform, the quality of these changes is, in part, a function of the active involvement and commitment of local educators and parents.

Lead partners: Office of the Superintendent of Public Instruction, State Board of Education, Washington Education Association, Higher Education Coordinating Board, Commission on Student Learning

- New teaching methods and interdisciplinary approaches to course and classroom organization should transform training programs for new educators and inform inservice training for currently certified teachers, counselors and administrators.

- New curriculum will be needed to accomplish the integration of academic and technical materials, adapt applied academic methodologies across all disciplines, and unite work-based and school-based study.

- The experiences of local schools currently implementing and operating educational pathways, most of which were supported by development funds and technical assistance, provide useful models for expanding the use of pathways to all schools. These schools should teach others what works and what does not.

- While building on the current education reform model in Washington means preserving local autonomy and authority, the use of pathways should be fostered to assure compatibility among pathways — to allow students to transfer from school to school across the state and to transfer between pathways without inordinate remedial work.

- To assure that students learn to navigate these pathway — and all the other segments of the broader education and training systems — career guidance services must be expanded.

- Other efforts at revising and revitalizing education, such as Goals 2000, should be allied with school-to-work transition system building to assure collaboration and a cohesive education system.

Increase the ability of business and labor to participate in the development and implementation of school-to-work activities.

A school-to-work system simply cannot be created without the active participation of business and labor in the education and training system. Without the participation of business and labor, it will be impossible to develop curriculum and teaching methods relevant to the needs of the workplace, to establish skill standards, or to provide work-based learning experiences for young people.

Lead partners: business, labor, Workforce Training and Education Coordinating Board

- A new focus and targeted investment in business and labor capacity building are necessary. Such efforts should help business and labor participate more fully in designing, implementing and assessing school-to-work transition programs.

- Technical assistance should be provided to local business and labor organizations to increase their ability to be active partners in school-to-work programs.

Expand the base of local school-to-work transition activities and link them to the effort to build a single, statewide system.

Local efforts will, in the end, determine the success or failure of our school-to-work transition system. But local projects must see themselves as part of a common, statewide effort.

Lead partners: Office of the Superintendent of Public Instruction, business, labor, local school districts, State Board for Community and Technical Colleges

- The development of local school-to-work transition projects (such as TECH PREP and school-to-work transition projects funded by state grants) should be expanded, as should efforts to build networks of local projects (like the TECH PREP consortia).

- A broad state framework for school-to-work transition efforts should be developed that preserves local flexibility and autonomy. The framework should ensure that school-to-work transition activities are developed and implemented over time, with adequate focus on developing essential local participation and local support systems.

- Bridges must be built between existing school-to-work transition programs and projects so that they can share training and technical assistance, coordinate regional work-based learning placements, and create other incentives for common action.

- Initiatives such as TECH PREP and state-funded school-to-work transition grant projects should be linked at the state level, as well as among each other locally, to build a broader school-to-work transition effort.

Integrate statewide school-to-work transition responsibilities and institutionalize the partnerships.

A vital measure of the success of the Governor's Council is the extent to which a common vision and commitment has developed among the partners critical to the implementation of school-to-work transition system. These key partners must link their current and future activities in a way that ensures that the system they build is institutionalized, and does not disappear if current national efforts wane. Their mutual responsibilities must be clearly acknowledged and a system of accountability developed.

Lead partners: Office of the Superintendent of Public Instruction, State Board for Community and Technical Colleges, business, labor, Workforce Training and Education Coordinating Board, Higher Education Coordinating Board, Employment Security Department

- Key partners must provide leadership for ongoing activities such as the integration of school-to-work transition in the implementation of school reform; developing links between existing local programs; establishing skill standards; creating and disseminating readily accessible labor market information; and increasing the participation of business and labor.

- Key partners must help develop and support an ongoing relationship among K-12 education, higher education, business and labor and all their essential partners.

- Key partners must establish mutually acceptable means of maintaining accountability for results, both among partners in the system and locally among schools, students, parents, businesses and unions.

Address the needs of special populations that are currently under-represented in technical training, higher education, and high-wage work.

Building a school-to-work transition system is an effort to enrich the educational opportunities for all students, but it can be especially important for populations that have been less well served by the current educational system. Important efforts to do this are currently underway in local schools, businesses, community-based organizations, skill centers, community and technical colleges. Their efforts must be included in the overall school-to-work transition system.

Lead partners: Office of the Superintendent of Public Instruction, local school districts, community-based organizations, business and labor

- Efforts to provide school-to-work transition opportunities for special populations should be expanded and linked, as with all other elements of the system building effort.

- New efforts must be made to provide outreach and assistance to special populations to enable them to be active participants in designing effective school-to-work activities, and to ensure that no one is left behind.

Create a sustained, coordinated public information campaign that will raise public awareness about the need for a school-to-work transition system for our young people.

For a school-to-work transition system to be successful, it must be understood and supported by parents, students, employers, unions and educators. The participation of public information officers of state agencies, public and private education and training institutions, and business and labor organizations will be needed to create a clear, compelling message about what a school-to-work transition system offers to our young people and to our economic future.

Lead partners: Workforce Training and Education Coordinating Board, business, labor, Office of the Superintendent of Public Instruction, State Board for Community and Technical Colleges, Higher Education Coordinating Board

- The partners should convene and coordinate their public information officers, public relations staff and other interested parties to design and conduct a public information campaign for school-to-work transition.

Submit a School-to-Work Opportunities Development Grant proposal to the federal government for the 1995 funding cycle.

The Council has agreed on the elements of our school-to-work transition system; those agreements should become the basis for a grant application to the federal government. Such a grant would provide substantial help in making the investments necessary to create the system the Council has envisioned.

Appendix

School-to-Work Transition Best Practices Template

School-to-Work Transition
Best Practices Template

Development of the Template:

This template takes as its model a composition drawn from best practices in school-to-work and TECH PREP programs currently in use around the state and nation. Work on the template followed from the charter of the Local Connections Work Group:

> Determine current best practices in the state of Washington for School-to-Work Transition; based on current best practices, create equity-based standards useful as a template for profiling, developing, improving, and evaluating local school-to-work programs and systems.

In the opinion of the committee, best practice is that which results in the goal being achieved; in this case, best practices means that which successfully transitions students from school to work (and back, if desired).

Contents of the Template:

The focus of this tool is on profiling local programs. It does not, therefore, purport to profile all school-to-work activities. Many functions beyond the scope of each local program — such as restructuring teacher training or developing skill standards — are not here. These additional activities, the work group maintains, are properly placed in a statewide assessment of the entire school-to-work system.

Use of the Template:

The template is formatted into three columns to allow room for descriptive responses and avoid a "checklist" approach. The first column identifies the characteristics of a best practices program. The second column provides space to describe the program being surveyed as it is intended to work. The third column is used to describe what actually happens when the program is operating. A comparison of these columns can help programs understand what best practice is, how closely their design reflects these standards and to what extent their own design is being enacted. This approach to profiling should foster collaborative assessment. Completing the template will require gathering information from documents, by observations, and from interviews with a wide variety of people.

Template for School-to-Work Transition Best Practices

Name of Facility/Program: **Name of Person Completing Template:** **Date:**

Best Practice	Intended Program	Actual Program
I. Governance A. School-to-Work Transition System is governed by a broad coalition of community stakeholders. *(How does the coalition assure itself of inclusivity?)* B. Coalition understands and supports: 1. School-to-Work Transition mission 2. School-to-Work Transition goals and objectives 3. Assigned rolls and responsibilities of partners a. fiscal b. governance c. administrative d. evaluation C. Coalition can demonstrate support of: *(How is participation of each of these groups assured?)* 1. School board and superintendent (i.e., School-to-Work Transition included in district's mission statement.) 2. Local government 3. Appropriate state education/training/economic development and agencies 4. Local business organizations and representatives 5. Local workers' organizations and representatives 6. Student organizations, including student government 7. Postsecondary education 8. Community stakeholders a. equity organizations b. bilingual organizations c. tribal communities d. culturally diverse communities e. special needs populations f. service organizations g. social service agencies 9. Other local programs a. program is connected to social service delivery agencies, as applicable b. program is connected to local business/ employment/training delivery agent, such as the private industry council	BEST COPY AVAILABLE	

Template for School-to-Work Transition Best Practices

Name of Facility/Program: **Name of Person Completing Template:** **Date:**

Best Practice	Intended Program	Actual Program
D. **Local program design is consistent with state School-to-Work Transition plan** 1. Employs career pathways 2. Integrates of school and workplace beginning in early grades a. career awareness is emphasized in early grades b. career exploration and counseling offered in middle grades c. nontraditional options presented for boys and girls alike and for persons with disabilities 3. Provides work-based learning opportunities for all students, including the physically challenged, those less academically able, and targeted population groups 4. Provides authoritative, independent coordinator(s) to assist local employers, school staff, and students 5. Continually collects, analyzes, publicizes: a. student outcomes 1) graduates who do not continue their education immediately are employed in living wage jobs 2) graduates are employed in jobs in their career pathways 3) graduates who seek it are admitted to postsecondary education without need for remediation b. student satisfaction with program and outcomes c. employer costs/benefits d. parent satisfaction with program and outcomes e. teacher/trainer satisfaction with program and outcomes f. employer satisfaction 6. Provides accurate and accessible labor market information II. **Worksite Learning Component** A. Worksite placements are provided for all students B. Worker organizations accept and support students in the workplace		

Template for School-to-Work Transition Best Practices

Name of Facility/Program: **Name of Person Completing Template:** **Date:**

Best Practice	Intended Program	Actual Program
C. Worksite placement criteria are clear and widely understood		
D. Structure and duration of student placement are specifically delineated by written agreement		
E. Responsibility for liability, insurance, and workers' compensation is assigned		
F. Highly skilled workers are assigned to teach students at the worksite: 1. Skilled in their trade 2. Skilled at teaching their trade		
G. Mentors are assigned to each student to describe and support career development		
H. Workplace instructors and mentors are given specialized training		
I. Students are engaged in real, productive work		
J. Students are exposed to all aspects of the industry		
K. Rates of pay are appropriate (at least minimum wage) and standardized		
L. Advancement at the worksite is based on performance, skill level, and knowledge		
III. School and Workplace Coordination		
A. Employers, workers, and educators jointly design program objectives		
B. Employers, workers, and educators participate in curricula design and approval		

Template for School-to-Work Transition Best Practices

Name of Facility/Program: **Name of Person Completing Template:** **Date:**

Best Practice	Intended Program	Actual Program
C. **Employers, workers, and educators decide which will have primary and which will have secondary responsibility for instruction and reinforcement of particular skills**		
D. Educators are able to describe and support student career path choices and workplace activities		
E. Staff development is available to enhance skills and attitudes of counselors, teachers, workplace instructors, mentors, and supervisors		
F. Employers, workers, and educators jointly design and conduct orientation for students to the worksite		
G. Students develop learning and training plans with teachers, parents, and worksite instructors, stipulating sequence and pace of training and clearly delineating required performance outcomes		
H. School-based learning explicitly incorporates student reflection on worksite training		
I. Work-based learning explicitly reinforces academic and technical training		
J. Employers and school personnel have ability and responsibility for acquisition of skills by students		
K. Educators are routinely exposed to the application of their discipline in the workplace		
IV. Integration of Academic and Work-Based Learning		
A. Interdisciplinary team develop specific learning objectives/curricula		
B. Project-based learning integrates academic and technical/vocational learning		

Template for School-to-Work Transition Best Practices

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Best Practice	Intended Program	Actual Program
C. Academic courses utilize and reinforce vocational/ technical skills		
D. Academic and technical courses reflect what employers report/demonstrate students should know and be able to do		
E. Assessment methods/tools reflect academic and technical/vocational integration		
V. Connection of High School and Postsecondary Education		
A. Programs define *postsecondary* to include broad range of options, including universities, community and technical colleges, apprenticeships, and more		
B. Postsecondary credit or advanced standing can be earned while in high school		
C. High school training is flexible and portable, allowing easy movement between career paths		
VI. Certification of Academic and Work-Based Skill Mastery		
A. Competencies achieved through school-based and work-based learning are accepted by local/regional postsecondary programs by articulated agreements		
B. K-12 and postsecondary educators and employers support development of meaningful credentials		
C. Skilled certifications are accepted by local/regional employers and workers		
D. Certification has been developed to or beyond regional and national skill standards		

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Template for School-to-Work Transition Best Practices

Name of Facility/Program: **Name of Person Completing Template:** **Date:**

Best Practice	Intended Program	Actual Program
E. **Students understand requirements and meaning of the credentials**		
F. Upon completing program, students are ready at a minimum for entry-level employment in jobs that can lead to advancement in the broad occupational area of their choice and, as applicable, in high skill, high wage careers		
G. Upon completing program, students are prepared for their chosen career option		
H. Upon completing program, students who desire to go on to colleges and universities are adequately prepared to do so, as evaluated by those institutions		
VII. Parental Involvement		
A. Parents are informed of career development concepts		
B. Parents are informed in ways in which they can help students build positive self image and basic human relationship skills vital for success		
C. Parents are provided realistic, frequently updated career and labor market information		
D. Parents are informed of the education and training choices their children face		
E. Parents and children are involved in the design and implementation of career development activities		
F. A method of involving students with or without parents is readily available and accepted		

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